

Great Falls Middle

409 Sunset Avenue
Great Falls, South Carolina 29055

Grades	5-8 Middle School	
Enrollment	329 Students	
Principal	Danny L. Scruggs	803-482-2220
Superintendent	Dr. Barry E. Campbell	803-385-6122
Board Chair	Mrs. Denise C. Lawson	803-581-6224

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	16	26	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No

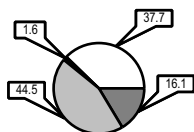
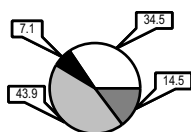
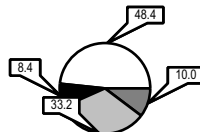
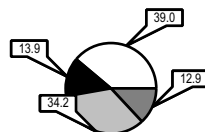
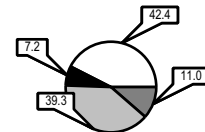
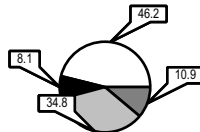
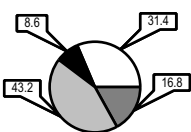
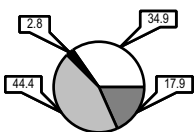
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	326	98.8	37.1	45.0	16.3	1.6	26.4	No	Yes
Gender									
Male	185	97.8	44.3	39.7	14.9	1.1	23.6		
Female	141	100.0	27.8	51.9	18.0	2.3	30.1		
Racial/Ethnic Group									
White	178	98.3	27.8	48.1	21.6	2.5	35.8	No	Yes
African American	148	99.3	47.6	41.4	10.3	0.7	15.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	268	99.6	32.9	45.9	19.2	2.0	31.0		
Disabled	58	94.8	57.7	40.4	1.9	0.0	3.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	326	98.8	37.1	45.0	16.3	1.6	26.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	326	98.8	37.1	45.0	16.3	1.6	26.4		
Socio-Economic Status									
Subsidized meals	196	98.5	49.5	39.8	10.2	0.5	15.1	No	Yes
Full-pay meals	129	99.2	18.2	52.9	25.6	3.3	43.8		

Mathematics – State Performance Objective = 36.7%									
All Students	325	99.4	34.1	44.2	14.6	7.1	34.1	No	Yes
Gender									
Male	184	99.5	34.1	42.0	15.3	8.5	34.7		
Female	141	99.3	34.1	47.0	13.6	5.3	33.3		
Racial/Ethnic Group									
White	177	98.9	25.9	45.1	19.1	9.9	42.6	Yes	Yes
African American	148	100.0	43.2	43.2	9.6	4.1	24.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	268	99.6	27.8	46.3	17.6	8.2	39.6		
Disabled	57	98.3	64.2	34.0	0.0	1.9	7.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	325	99.4	34.1	44.2	14.6	7.1	34.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	325	99.4	34.1	44.2	14.6	7.1	34.1		
Socio-Economic Status									
Subsidized meals	195	99.5	48.1	39.6	7.5	4.8	20.3	No	Yes
Full-pay meals	129	99.2	12.4	51.2	25.6	10.7	55.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	325	99.4	48.1	33.4	10.1	8.4	18.5
Gender							
Male	184	98.9	50.3	26.9	12.6	10.3	22.9
Female	141	100.0	45.1	42.1	6.8	6.0	12.8
Racial/Ethnic Group							
White	177	98.9	38.3	34.0	15.4	12.3	27.8
African American	148	100.0	58.9	32.9	4.1	4.1	8.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	268	99.6	41.6	37.3	11.4	9.8	21.2
Disabled	57	98.3	79.2	15.1	3.8	1.9	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.4	48.1	33.4	10.1	8.4	18.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	325	99.4	48.1	33.4	10.1	8.4	18.5
Socio-Economic Status							
Subsidized meals	195	100.0	61.2	31.9	3.7	3.2	6.9
Full-pay meals	129	98.5	27.5	35.8	20.0	16.7	36.7

Social Studies							
All Students	325	99.4	38.6	34.4	13.0	14.0	26.9
Gender							
Male	184	98.9	42.3	29.1	16.6	12.0	28.6
Female	141	100.0	33.8	41.4	8.3	16.5	24.8
Racial/Ethnic Group							
White	177	98.9	30.2	32.1	16.7	21.0	37.7
African American	148	100.0	47.9	37.0	8.9	6.2	15.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	268	99.6	32.9	36.5	14.5	16.1	30.6
Disabled	57	98.3	66.0	24.5	5.7	3.8	9.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.4	38.6	34.4	13.0	14.0	26.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	325	99.4	38.6	34.4	13.0	14.0	26.9
Socio-Economic Status							
Subsidized meals	195	100.0	50.5	35.6	8.0	5.9	13.8
Full-pay meals	129	98.5	20.0	32.5	20.8	26.7	47.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	78	100.0	32.9	50.7	16.4	N/A	16.4
	6	76	98.7	51.4	36.1	12.5	N/A	12.5
	7	105	99.1	37.3	43.1	18.6	1.0	19.6
	8	78	96.2	45.9	41.9	10.8	1.4	12.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	29.9	55.2	13.4	1.5	14.9
	6	78	98.7	48.6	33.8	14.9	2.7	17.6
	7	78	98.7	29.6	52.1	18.3	0.0	18.3
	8	99	98.0	38.9	41.1	17.9	2.1	20.0
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	78	100.0	24.7	58.9	12.3	4.1	16.4
	6	76	98.7	27.8	41.7	23.6	6.9	30.6
	7	105	98.1	36.6	37.6	18.8	6.9	25.7
	8	78	96.2	55.4	39.2	1.4	4.1	5.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	34.3	49.3	14.9	1.5	16.4
	6	78	100.0	24.0	44.0	21.3	10.7	32.0
	7	77	98.7	25.7	48.6	15.7	10.0	25.7
	8	99	99.0	47.9	37.5	8.3	6.3	14.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	47.8	32.8	11.9	7.5	19.4
	6	78	100.0	44.0	29.3	14.7	12.0	26.7
	7	77	100.0	45.1	38.0	11.3	5.6	16.9
	8	99	98.0	53.7	33.7	4.2	8.4	12.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	71	100.0	19.4	25.4	17.9	37.3	55.2
	6	78	100.0	32.0	40.0	16.0	12.0	28.0
	7	77	100.0	52.1	33.8	8.5	5.6	14.1
	8	99	98.0	47.4	36.8	10.5	5.3	15.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 329)				
Students enrolled in high school credit courses (grades 7 & 8)	14.4%	Up from 12.5%	14.4%	15.5%
Retention rate	3.7%	Up from 0.6%	3.5%	3.0%
Attendance rate	95.0%	Up from 94.9%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Down from 5.7%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 4.8%	5.1%	4.6%
Eligible for gifted and talented	9.5%	Up from 7.5%	15.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.5%	Up from 16.5%	15.6%	13.6%
Older than usual for grade	8.8%	Up from 6.5%	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	No change	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	50.0%	Up from 47.8%	48.6%	51.8%
Continuing contract teachers	58.3%	Down from 69.6%	80.9%	78.1%
Highly qualified teachers	76.2%	Up from 75.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	19.0%	Up from 9.5%	7.1%	6.0%
Teachers returning from previous year	72.1%	Up from 70.0%	83.1%	85.4%
Teacher attendance rate	93.9%	Up from 93.2%	94.7%	94.9%
Average teacher salary	\$39,727	Up 1.8%	\$40,117	\$41,328
Prof. development days/teacher	12.9 days	Up from 9.1 days	11.8 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.1 to 1	21.0 to 1	21.3 to 1
Prime instructional time	88.0%	Up from 85.5%	88.8%	89.3%
Dollars spent per pupil*	\$5,467	Down 12.9%	\$5,781	\$6,022
Percent of expenditures for teacher salaries*	67.8%	Down from 73.3%	62.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.3%	95.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great Falls Middle School, located in rural Chester, is one of the three middle schools in the Chester County School District. We currently serve 327 students in grades 5-8, and are unique in that we are the only middle school in the county that serves 5th graders. Our school's mission, in cooperation with the home and community, is to develop well-rounded, lifelong learners by providing innovative and challenging educational opportunities that will prepare students to become productive citizens. Our beliefs are: all students can learn; a safe and nurturing environment is needed for learning to occur; teachers, administrators, parents, and community share the responsibility of educating our children; and students learn appropriate decision-making skills when provided with a supportive and challenging learning environment.

The staff of Great Falls Middle School continued to have high expectations for our students this school year. GFMS had four main goals in 2004-2005; Implementing the best instructional strategies in the classroom grounded on research that meets the needs of our students, literacy across the curriculum, character education and improving the overall school climate. Our four goals were directly tied to Chester County School District's Strategic Plan. Book studies and Literacy groups were formed at Great Falls Middle School. Instructional positions were created at the district level to support the teachers in the classrooms. To increase literacy awareness, a summer reading program for all grade levels was also initiated. Data driven decisions became an integral part of scheduling at Great Falls Middle School. Chester County School began MAP - Measure of Academic Progress - testing this school year. Our students were tested in the fall and the spring. Data teams have been formed and will review all data (MAP, PACT, Report Cards, etc) in making decisions that are in the best interests of the students' academic progress. Professional Development was provided in the area of Differentiated Instruction to the staff to address the different learning styles and interests of our students. To improve the school climate and focus on character education several initiatives were started. A student led and student centered morning program was initiated, a dress code was implemented, a school climate thermometer was created with incentives in place when the school met its school climate goals, an 8th grade prom was held in articulation with the high school, a school-wide field day with trophies being awarded to the winning homeroom which promoted healthy competition, a school-wide art competition promoting character education, a student council was formed which ran the school store and started a school-wide recycling program, students and teachers of the month were selected and recognized each month, a Step Team was formed, duty free lunch days were given to the teachers, leave early passes for teachers that went above and beyond were awarded, during Attack the PACT week students were given rewards to motivate them to do their best, our 6th graders for a social studies project visited Medieval Times in Myrtle Beach, our 5th graders and Beta Club members visited Biltmore Estates in Asheville, NC, our students sent out Christmas Cards created by our art students to family and community members, athletes and academics were recognized at award ceremonies and end of the year banquets. These are just a few of the student-centered activities that occurred at GFMS this school year.

Community and parent involvement is a priority for our school. We strive to enhance the partnerships with parents, community and other county support agencies each year. A number of parent involvement activities were held this year: In the spring, we hosted our third annual Rising 5th Grade Orientation; parents of the PTO and SIC held a school-wide fundraiser for a beautification project in front of our building; the PTO held 2 fundraising dances and were partners with the 8th grade Prom and Field Day; the Parent Information Hotline continued to be an avenue of communication; several PTO meetings and Open Houses were held throughout the year.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	87	64
Percent satisfied with learning environment	70.8%	77.0%	74.2%
Percent satisfied with social and physical environment	70.8%	84.9%	70.5%
Percent satisfied with school-home relations	54.2%	88.4%	61.3%

*Only students at the highest middle school grade level at this school and their parents were included.